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ABSTRACT

Better Jobs for Women (BJW) is an outreach program designed to place women in apprenticeships or similar unsubsidized on-the-job training programs in the skilled trade occupations. Among the first of its kind in the country, the Denver program has completed six years of operation and has placed over 400 women in more than fifty different skilled occupations. Each of the five full-time staff members focuses on a different aspect of the program. Through various recruitment methods, women are made aware of BJW's existence and purpose. Following attendance at an orientation session, about half of the applicants screen themselves out, leaving a highly motivated group to enter BJW. The enrollees are then provided prevocational counseling to assist them in occupational choice and are tutored in preparation for entry examinations and interviews. Support services are also offered, such as child care, provision of trade tools, and counseling. In order to place participants, the staff has established an effective relationship with labor, management, and government agencies. Followup to job placement is conducted of both the women and their employers. Because of careful matching of jobs and enrollees, the program has achieved a successful record of trainee job retention. (The appendixes include job descriptions for program staff and copies of materials used during orientation, intake, placement, followup, and administrative reports.) (ELG)

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Women in Nontraditional Jobs: A Program Model

Denver: Better Jobs for Women

011970

U.S. Department of Labor
Ray Marshall, Secretary

Women's Bureau
Alexis M. Herman, Director

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Introduction

Training: Unsubsidized apprenticeships in the skilled trades

Placement Goal: 100 Women

Budget: $107,500 for FY '77 Grant Period

Staff: 5 full-time

Area: Metropolitan

Funding Source: CETA Title III (National Apprenticeship Outreach Programs)

Better Jobs for Women (BJW) is an outreach program designed to place women in apprenticeships or similar unsubsidized on-the-job training programs in the skilled trade occupations. Among the first of its kind in the country, the program has completed 6 years of operation and has placed over 400 women in more than 50 different skilled occupations.

BJW has been successful in breaking down artificial barriers that have historically excluded women from the skilled trades. Through a direct and well-designed system, the five staff members integrate their job responsibilities to accomplish a clear and specific program goal: to place 100 women in unsubsidized trade training positions during FY '77 at a cost of approximately $100 per placement. All BJW placements are unsubsidized, that is, the employer assumes full economic responsibility for the trainees.

The staff maintains a constant focus on the following immediate objectives of the program: (1) to provide community awareness of women's access to the skilled trades; (2) to recruit women for the program; (3) to counsel, tutor, and prepare women to enter apprenticeship positions; (4) to place women in unsubsidized jobs and positions; and (5) to develop additional unsubsidized training and job openings for women in nontraditional areas.

Better Jobs for Women sums up the advantages for women entering the skilled trades as follows. The average starting salary for BJW enrollees during FY '77 was $4.48 per hour; the lowest starting salary was $2.50 per hour; the highest starting salary was $9.00 per hour. Statistics indicate that the beginning average salary represents an average income increase of 250 percent compared with the enrollees' previous earnings. All BJW placements are in positions with potential earnings of $6 to $10 per hour.

The following chart provides a comparison of the participants' hourly wages before program participation and upon entering employment after the program. These figures represent 110 women placed during the June 1976 through May 1977 period.

Hourly Wages	Before Participation	upon Entering Employment
Less than $1.00	37	
$1.00-$1.99	9	
$2.00-$2.99	39	12
$3.00-$3.99	18	37
$4.00-$4.99	7	22
$5.00-$5.99		14
$6.00 or more		25

I. APPRENTICESHIPS

The general idea behind apprenticeship training is that the trainee works on the job with master workers (journeymen) and simultaneously acquires the necessary basic classroom training. Ideally, apprenticeship produces well-rounded craft workers who can combine the theory and practice of their trades to adapt to a variety of work situations.

Historically, apprenticeships have followed typical labor patterns dominated by a white male population. Of the total work force in the United States, less than one-half of one percent falls into the category of registered apprenticeships. In 1977 only 2 percent of these apprenticeships were occupied by women.

Better Jobs for Women does not restrict its placements to registered apprenticeships because it would narrow the range of skilled trade areas available to women, in addition to the fact that certain registered apprenticeship training slots are scarce in the Denver area. The numbers and types of registered apprenticeships are dependent on the local labor market.

BJW's nonregistered training is termed apprenticelike because it operates with the same principles and structure as registered apprenticeships. The major difference between apprenticeship and apprenticelike (unsubsidized on-the-job training) is that apprenticeship is generally a lengthy, formalized training program, possibly under many different contractors, while unsubsidized on-the-job training (OJT) is usually conducted by one employer, on one job site, with the length of training varying with the type of job. Apprenticeship is most common in the building trades, and unsubsidized OJT is more common in the industrial and mechanical-technical areas.

The number of apprenticeship openings varies from trade to trade and from city to city. Some trades, such as those of electricians, plumbers, sheet metal workers, and printers, typically have long waiting lists. Other occupations, such as those of roofers and carpenters, are more easily entered. Generally there is a direct ratio of apprentices to the number of journeymen; for example, one apprentice for every four journeymen. The ratios are regulated by agreements between unions and employers.

The responsibility for administering apprenticeship standards rests with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor. BAT has field offices in every State and its main function is to promote apprenticeship

programs by providing technical assistance to unions and employers. The unions and employers determine their own requirements and administer their own programs under broad Federal standards. As a result, there are considerable variations in the qualifications, standards, and procedures used by apprenticeship sponsors, although registered programs must meet certain minimum standards.

One of the factors that can be attributed to BJW's success in helping women obtain apprentice positions is that the BJW staff makes a point of knowing what these variations are. Because BJW is aware of the specific requirements fixed by the particular apprenticeship programs, its enrollees are capable of competing for the training slots. Acquiring information on these variations requires persistence by the job developer to find out the formal and informal hiring procedures. BJW also keeps an active enrollee file at its office with complete enrollee credentials available at a moment's notice. By keeping this file, BJW helps prevent chances of elimination of the candidates because credentials are not ready.

The local supervision of apprenticeship programs registered with BAT is usually by joint apprenticeship committees (JAC's) representing labor and management. These committees may be State or national in scope, or plantwide or companywide. Local JAC's may be comprised of a group of employers and representatives of the union in the craft, as in the construction industry; or a single employer and union, as in the case of a unionized manufacturing establishment. There are approximately 9,000 joint apprenticeship committees in the country.

An applicant who meets the requirements for entry into apprenticeship programs usually must take an oral and/or written exam. JAC's have traditionally developed and administered their own tests, although there appears to be a trend toward the use of professionally developed tests. Critics of the apprenticeship oral exam argue that it should be eliminated or given little weight in the selection process because it is a means by which the JAC's can discriminate against women and other minorities or anyone they might wish to bar. BJW devotes the time and instruction needed to prepare its enrollees to take the oral exam. BJW's instructor/tutor learns the types of questions that are asked and accordingly concentrates instruction in those areas. The enrollee is made aware of qualifications in her background and work history that will help her gain points on the JAC's rating sheets.

Once indentured, the apprentice is paid a progressively increasing proportion of the journeyman wage scale until she completes her apprenticeship and receives the journeyman's rate. This takes at least 1 year but typically takes 4 years.

II. PROGRAM COSTS AND ADMINISTRATION

Budget

BJW is sponsored by the YWCA of Metropolitan Denver and occupies rented space on the Y's premises. It is funded by a yearly contract from the Office of National Programs, U.S. Department of Labor, under CETA Title III, National Apprenticeship Outreach Programs. Funding under this title and category is relatively scarce for such programs, but BJW may be adapted to meet CETA Title I funding requirements.

For the period of June 1, 1976, through May 31, 1977, BJW's operating budget appeared as follows:

A.	Personnel Services		$82,197.00
1)	Wages and Salaries	$70,632.00	
2)	Transportation	4,035.00	
3)	Insurance and Other Benefits	6,514.00	
4)	Insurance Liability, Auto and Facility	116.00	
5)	Bookkeeping Fee	900.00	
B.	Consumable Materials		17,939.00
1)	Trainee Supplies	3,000.00	
2)	Telephone	2,000.00	
3)	Office Supplies and Postage	2,000.00	
4)	Office and Classroom Space	5,539.00	
5)	Promotional Materials	3,000.00	
6)	Trainee Transportation	1,200.00	
7)	Trainee Child Care	1,200.00	
C.	Other Cost Items		$ 7,364.00
1)	Equipment Rental and Copying	300.00	
2)	Overhead 10 percent for Wages and Salaries	7,064.00	
	TOTAL BUDGET COSTS		$107,500.00

Budget Explanation

The cost of personnel services, $82,197.00, provides wages and salaries for 5 full-time staff, social security, workers' compensation, unemployment benefit costs, and health insurance. The transportation cost incorporates parking fees and program-related mileage. The bookkeeping fee is for services established by the Denver YWCA for monitoring and verification of records.

Under the consumable materials category, trainees' supplies include apprenticeship classroom materials, union registration fees, initial trade tools, and related enrollment materials. Promotional materials include reprinting interpretation brochures, the BJW monthly newsletter, conference participation, special mailings, displays and the development of public service TV and radio spots.

The overhead cost is for YWCA staff time spent specifically on the BJW program and overall YWCA management costs expended on BJW. Records are maintained on staff time spent and overall management costs.

Staff

There are five full-time staff members at BJW: the director, assistant director/job specialist, recruiter/counselor, instructor/tutor, and administrative assistant. As a team they integrate their specialized functions to perform the goals of the program. However, it is understood that job functions and titles imply only general areas of responsibility and that flexibility on assignment of duties is an integral part of the program's effective recruitment, counseling, placement, and followup of enrollees. Basic job descriptions appear below; detailed job descriptions appear in Appendix A.

Most of the training of staff for BJW has been on the job. Staff members have learned to penetrate the skilled trades' network by pooling their past work experiences. Particular personal skills that have contributed to BJW's success includc the following factors. The director has had previous experience as a Job Corps vocational counselor, a blue-collar worker, and a teacher. The assistant director was a personnel officer and an Equal Employment Opportunity (EEO) coordinator in the private sector. The recruiter/counselor is an ex-teacher and job developer. The instructor/tutor is a carpenter and a former BJW placement who provides experiential knowledge of women in the trades. The administrative assistant has had office management experience with the YWCA for 10 years.

Project Director

The project director is responsible for directing, planning, and supervising all phases and operations of the project. She has primary responsibility for promoting apprenticeship occupational opportunities for women and for establishing the credibility of the project as a reliable recruitment source in the community. In this respect, she is responsible for: (1) developing information and publicity and performing the duties of a public speaker for the program; (2) being a liaison and establishing and maintaining work relations with employers, employees, unions, Joint Apprenticeship and Training Council (JATC), minority organizations, the Bureau of Apprenticeship and Training (BAT), the State Apprenticeship Councils (SAC), the State Employment Service, and other private or public programs involved in job placement and training; and (3) using initiative in creating new

approaches and new ideas, and in motivating techniques to present an accurate account of skilled trade training opportunities and advantages to women. She supervises the functions of recruitment, counseling, job development, tutoring, placement, and followup. She is knowledgeable about the trades, training practices in business and industry, and apprenticeship. The project director is responsible for the preparation of all reports.

Qualifications for the job of director should include a bachelor's degree in social science, vocational counseling, public service management, or a related field; 3 to 5 years' experience in social service delivery, vocational counseling, personnel work, or public service management; and commitment to the focus of the program.

Assistant Director/Job Specialist

The assistant director/job specialist is responsible for assisting the project director in all phases of development as needed. She has primary responsibility for the job development function of the program. She contacts employers and locates related employment channels to promote placement opportunities and to obtain job commitments for women in trade positions. Job development responsibilities include visiting employers to investigate unsubsidized on-the-job training opportunities, working with employers to develop favorable attitudes about women on the job, doing research on jobs, and working with employers to develop other apprentice positions. In addition, her duties include supervising and assisting with recruitment, screening, and referring applicants for placement possibilities. She also counsels candidates and provides certain supportive services that applicants may need. She assists with followup to help enrollees remain in their selected fields.

An assistant director/job specialist should have a bachelor's degree in social science, vocational counseling, personnel work, or a related field; 2 years' experience in social service delivery, personnel work, or vocational counseling; and commitment to the focus of the program.

Recruiter/Counselor

The recruiter/counselor serves as a liaison to various community programs that are sources of enrollee referrals to the program. She has a good working knowledge of apprenticeship and training. The recruiter/counselor has primary responsibility for conducting intake interviews, and screening and assisting enrollees with trade selection. In her contacts with enrollees, she focuses on the basic requirements for the job and also on the personal aspects involved, such as physical capabilities and health, financial situations, interests, home situations, and any anxieties or fears. She refers candidates to training interviews with the JATC's and employers, assures that the candidate applies for and obtains job applications, and reports with all necessary supporting papers for written and

oral examinations. She conducts followup interviews with employers and enrollees to determine the results of applications and subsequent placement or nonacceptance and obtains placement data for placement followup.

A recruiter/counselor should have a bachelor's degree in social science, vocational counseling, personnel work, or a related field; 1 year's experience in social service delivery, personnel work, or vocational counseling; and a commitment to the focus of the program.

Instructor/Tutor

The instructor/tutor has responsibility for conducting orientation and for preparing enrollees for the various aspects of training and apprenticeship examinations. She administers the initial assessment and interest tests to enrollees in order to assess areas of strengths and weaknesses related to occupational choices. She tutors the enrollees for apprentice entry exams or other areas as appropriate (math, mechanical reasoning, spatial relations, trade terminology, verbal comprehension, etc.). In addition, the tutor orients and exposes the enrollees to occupational realities, such as job specifications, wage scales, physical demands, working conditions, work schedules, and the negative and positive aspects of the trade. She prepares candidates for oral interviews before the JATC's and schedules enrollees for the General Aptitude Test Battery (GATB), administered by the Testing Division, Colorado Department of Employment. The instructor is responsible for researching and developing additional tutoring tools for targeted trade areas.

Qualifications for the job of instructor/tutor should include a bachelor's degree in social science, vocational counseling, personnel work, or a related field; 1 to 2 years' experience or classroom training in a skilled trade; and a commitment to the focus of the program.

Administrative Assistant

The administrative assistant performs all clerical, bookkeeping, recordkeeping, and general office management functions for the efficient operation of the project. Qualifications for the job of administrative assistant include 3 to 5 years' experience in office management, demonstrated clerical skills; basic bookkeeping knowledge; and a commitment to the focus of the program.

Coordination

In order to attain the FY '77 contract commitment to place 100 women in training positions, the program staff has established effective working relationships with both labor and management to promote placement opportunities and to obtain job commitments for women in trade positions.

Coordination with management includes area employers, chambers of commerce, and employer associations. Whether the employment establishments are union or

nonunion, or whether or not there is a management association is not of special concern to staff activities since similar conditions prevail throughout the industry structure. Coordination with labor is achieved with the AFL-CIO Labor Council, union locals of the organized building trades and crafts, and local unions holding individual contracts directly with employers. Other agencies consulted include local Joint Apprenticeship Councils (JAC's); the Region VIII Department of Labor, Bureau of Apprenticeship and Training (BAT); the Colorado Apprenticeship Council; and related employment channels. The staff participates in promoting the entry of applicants into the trades, in the evaluation of their records by labor-management groups, and in the selection process generally, where such participation supports and assists the implementation of Equal Employment Opportunity regulations.

III. RECRUITMENT, ORIENTATION, INTAKE

Recruitment

BJW's main objective in recruitment is to locate motivated women and to assist them in gaining entrance into apprenticeship or similar jobs. A cross referral network with various social service agencies, community organizations, and community colleges is kept effective by both verbal and written staff contact, with continual information updates about BJW's services and the skilled trade opportunities.

The recruiter/counselor conducts brown bag luncheons with a presentation about BJW's program, featuring a 10-minute slide show of on-the-job BJW participants, and orientation sessions are provided to counselors and/or potential enrollees at WIN and CETA offices and other community programs. Within staff limitations, BJW makes presentations to high schools, colleges, women's organizations, and other community-based groups. For example, during the June 1976 through January 1977 period, BJW staff representatives participated in 28 varied public conferences, workshops, and meetings. In addition to promoting the project and services, these functions are viewed as an important vehicle to foster the general education of women and the public to effect fundamental changes in attitudes about women's roles and to broaden perceptions of employment and training opportunities for women.

Monthly recruitment notices are sent to community programs and individual enrollees, and a bilingual (Spanish-English) interpretation brochure has been designed and produced to communicate BJW program services and focus to other than English-speaking women in the Denver area. The BJW newsletter, prepared monthly by the instructor/tutor, contains a variety of articles of interest to women in non-traditional jobs, featuring topics such as placements, employment rights, facts on working women, recruitment notices, and new program developments. It provides a valuable link between the women apprentices who often find themselves isolated in their daily work world. During this contract period, 3,697 copies of the BJW Newsletter were mailed to individuals and groups.

BJW's enrollment records indicate the following referral pattern:

	Percent
Other agencies	45
BJW enrollees/friends	37
News media	14
Other	5

Orientation

The most unique feature of the program and a primary key to the success of Better Jobs for Women is its orientation process. The orientation session is scheduled prior to intake and produces an excellent screening process which, among other results, greatly adds to the efficiency of the program. In addition, the screening process is totally a self-screening function performed by the applicants themselves. BJW's records show that of the total number of women who attend the orientation session, approximately half complete intake interviews. Of the total number of women who complete intake interviews, approximately half follow through to apprenticeship placement. As a result, at the BJW program, only one-fourth of the women who express interest in a skilled trade occupation remain committed until actual placement. This estimate sharply points to the importance of establishing a good screening process in order to save many staff hours and to serve more qualified women.

BJW has redesigned its orientation session many times during the past several years in order to produce a more efficient service. The purpose of orientation is to inform the prospective enrollees about the skilled trades and the options that are available, and to acquaint the women with BJW's procedures. Orientation is conducted twice a week--once in the morning and once in the evening--and is also offered at the special request of other referral groups, for example, CETA prime sponsors. It is approximately 3 hours long, with an average participation of 15 women per session. Applicants must attend orientation in order to be scheduled for an intake interview.

The orientation session is conducted by the instructor/tutor and consists of the following.

1. BJW Trade Interest Inventory. While the applicants are arriving for the orientation session, the instructor/tutor administers BJW's four-page Trade Interest Inventory (see Appendix B). The questionnaire was developed by the staff to help determine an applicant's preference within the general trade categories of building and construction, mechanical/technical, moving vehicle, or nontrade. The questionnaire is scored prior to the intake interview, often indicating a set of preferences unknown to the applicant. In addition to determining preferences, the exercise stimulates and personalizes thought about working in a skilled job.

2. Slide/Tape Program. The BJW staff has created a slide and accompanying tape program, Striking a Hard Bargain: Women in the Trades, containing 140 slides of BJW placements in the various occupational settings of their jobs. The tape provides a simultaneous discussion by the women of their personal training experiences. The slide/tape orientation program presents introductory information about various skilled trade jobs and their work duties, work conditions, physical requirements, occupational hazards, and the attitudes of coworkers. In addition, and probably more important in terms of the screening process, the program offers an emotional glimpse into the hardships of women pioneering these occupations. The discussion on tape is harsh, outlining the isolation, the depression, and the ridicule the women often experience. BJW explains that the negative tone of the presentation reflects reality and that the applicants must be aware of this aspect of apprenticeship. Everything in the slide/tape show portrays honesty, including the women who discuss their frustrations or the reasons some have decided to drop out of their apprenticeships. This presentation is the beginning of the self-screening process and BJW has found that this method is successful for their program. The applicants who are willing to make a commitment to this occupational avenue will make an appointment for intake when the orientation session is over; those who are uncertain will not.

3. Group Discussion. After the slide/tape presentation, the instructor/tutor leads an informal group discussion based on the previous information. In impromptu sessions, a current placement may drop by, often reinforcing the message from the tape. During this session, the women have an opportunity to question the potential advantages and disadvantages of the skilled occupations. Misconceptions are dealt with and new perceptions are formed. This phase is valuable in the decisionmaking process that is part of the screening mechanism.

4. Occupational Interest Checklist. Each applicant is given a sample listing of occupations indicating the number of years of required training to achieve journeyman status. The applicants are responsible for selecting first, second, and third occupational choices prior to their intake interviews. The list requires the interested women to do their own research into various skilled areas to determine their choices.

Better Jobs for Women has a small resource library on its premises, but the applicants are instructed to use the Occupational Outlook Handbook and other resources available at the Denver Public Library. This research aspect of orientation checks motivation and interest levels, which is also part of the self-screening process. The Occupational Interest Checklist is contained in Appendix C.

5. Enrollee Procedure Guide. This guide was developed by the staff to assist the applicants in determining an occupational goal and in outlining the steps an enrollee takes in working with BJW. The guide is entitled "Are You Ready," and a copy appears in Appendix D.

Intake

After orientation, it is the responsibility of each applicant to make an appointment for intake, usually scheduled the following week. This allows time for the women to research and to decide on the specific skilled areas they wish to pursue. About half of the applicants who attend the orientation session screen themselves out during this period, leaving a highly motivated group of women to enter Better Jobs for Women.

The basic purpose of intake counseling is to assist the applicant in making realistic choices for an appropriate occupation and to provide the staff with an opportunity to assess the services needed by the applicant. Each applicant is asked to fill out an intake form which requests standard background information such as age, military status, education, health, and employment history (see Appendix E for intake form). The recruiter/counselor, who is responsible for intake, determines eligibility based on the applicant's desire for a skilled job and on meeting the standards of target population criteria as established by the U.S. Department of Labor. Criteria include being unemployed, underemployed, or economically disadvantaged.

During the contract period, June 1, 1976, to May 31, 1977, 613 persons filed applications with BJW and completed intake interviews. Some of the significant participant characteristics are summarized below.

Age	Percent
17 - 24	44
25 - 29	31
30 - 34	14
35 - 39	5
40 +	6
Education	
Less than high school	21
High school/G.E.D.	51
Post high school	28
Heads of Households	
Single with dependents	33

Single without dependents	54
Married with dependents	3
Married without dependents	9
Ethnic Group	
White	73
Black	13
Spanish American	10
American Indian	2
Other	2
Veterans	1.5

Using the Occupational Interest Checklist and the BJW Trade Interest Inventory from the orientation session, the recruiter/counselor assists the enrollees in forming an employability development plan. During this time, a trade is selected, interests and capabilities are matched to job requirements, and prevocational training needs are determined.

As part of the intake process, BJW has set up a room simulating a worksite to expose the enrollees to various building materials, tools, and the physical requirements of trade work. The room, called the Work Station, contains a work bench, 6' x 8' slabs of plywood, 4" x 4" boards, hammers, nails, saws, and so forth. The women are asked to perform possible daily tasks, such as carrying a 60 pound can of paint around the bench and lifting it to the table. The Work Station is an effective reality measure of what may be expected during apprenticeship. For enrollees who are interested, the Denver YWCA offers a physical fitness course that proves beneficial, if not necessary, for many of the women.

In terms of securing an apprenticeship position at a later date, the next step of the intake process is one of the most important. When there is an apprenticeship opening, certain personal credentials are required by the employer and the review panel: a high school diploma or its equivalent, records of previous work experience, birth and health certificates, veteran's discharge papers (if applicable), and a list of references. BJW requires and assists its enrollees to gather these credentials as soon as possible and keeps them on file at BJW. In this way, when an opening is posted, the information is together and the packet is ready to go. BJW stresses that a placement opportunity may be lost while waiting for a transcript to arrive in the mail. Women applicants may be easily eliminated if they do not have the appropriate papers. BJW also coaches each applicant to assure that each candidate applies for and obtains a job application and then reports for the written and oral examinations with all the necessary supporting papers. BJW will help pay for reproduction costs incurred. The recruiter/counselor assesses and evaluates each enrollee to determine her needs for tutoring and supportive services during this period.

BJW considers these special steps significant to the success of the program.

In this phase of the program, BJW begins the important role of advocacy, helping each enrollee to prepare for and succeed in gaining entrance to a work world that traditionally has barred women from entrance.

IV. TUTORING AND PREVOCATIONAL COUNSELING

The tutoring function provides intensive counseling to enrollees with respect to training objectives, general screening of interests and capabilities, and preparation for entry tests and interviews. The major purpose is to bring the women to a level where they can compete equally with men for an apprenticeship or a similar unsubsidized on-the-job training position. Because of the wide range of craft preferences, the prior skills of individual women, personal schedules, and target employment dates, the prevocational counseling and training is usually performed on a one-to-one basis. When it is feasible, small groups are assembled for instruction. Approximately 50 enrollees per month receive some type of vocational counseling.

The instructor/tutor is responsible for this phase of program operations. She administers an initial assessment test to measure each enrollee's areas of strength and weakness with regard to the chosen occupation. The enrollees are oriented as fully as possible to the occupational, educational, psychological, and physical facets pertinent to the trade(s) they have chosen. In view of these features, the instructor is able to explore more fully the degree of commitment required. When appropriate, applicants are referred to the Employment Service for testing, counseling, and for recommendation on the selection of appropriate vocational goals.

Special instruction in mathematics, spatial relations, mechanical reasoning, problem solving, verbal comprehension, trade terminology, for example, helps to prepare the enrollees to pass the apprentice entry exams. The instructor uses specific trade tests or tutoring drills formulated by BJW to facilitate the enrollee's ability to meet entry requirements.

BJW has made a point of finding out the types of questions asked during the oral interviews conducted by the JAC's and the employers in the various trade areas. BJW is able to advise the women on answers that will help them gain qualification points. This is a particularly critical part of tutoring. The women must be aware of the techniques of the apprenticeship panels and the way to respond in order to be accepted into an apprenticeship.

The instructor/tutor constantly researches, develops, and updates additional tutoring tools for targeted trade areas. BJW has a binder notebook Tutoring Catalog, which serves as a master index to all tutoring materials. Included among the materials are the wages, benefits, and standards of all apprenticeable trades.

A resource library, focusing on skilled trade occupational information,

unionism, women and work, work-related problems, employment rights, and related materials is available for use by enrollees and placements.

V. COUNSELING AND SUPPORTIVE SERVICES

BJW provides limited financial assistance for transportation, child care, classroom instructional fees, and initial trade tools to enrollees during the employability process. Many women served by BJW need a variety of supportive services, such as health care, financial management, personal counseling, and legal counseling, to help them develop self-determination and independence. BJW does not provide direct supportive services to any large extent, but has developed a referral mechanism to aid its enrollees.

There are a variety of public and private community resource programs operating in the metropolitan Denver area. In an effort to help women served by BJW learn the resources available to them in their community, BJW has developed a descriptive Community Resources List including over 200 entries categorized into such areas as Child Abuse, Child Care, Consumer Concerns, Credit, Divorce, Education, Employment Rights, Health Services, Legal Services, and Social Services. The Community Resources List is available to all BJW enrollees and is periodically mailed to all BJW Newsletter recipients.

BJW staff works with the enrollees' families and friends to help them become aware of the advantages and career benefits of skilled trade employment opportunities. Often, this helps to neutralize any resistance or antipathy that family and friends may have toward the individual's selected occupational goal. BJW tries to enlist the relatives' support for the enrollee during the waiting period, the employment process, and training.

BJW pays for instructional materials required during the first step of employment at an average of $60 per enrollee, and assists in paying for initial tools averaging $50 to $60. During the orientation session the YWCA provides child care services.

VI. JOB DEVELOPMENT, PLACEMENT, POST-PLACEMENT

Job Development

Job development efforts encompass a two-pronged approach: (1) working within registered apprenticeship channels; that is, the Region VIII BAT, the Colorado Apprenticeship Council, the local JAC's, and cooperating contractors and unions; and (2) working directly with employers (and unions when involved) to develop job commitments for unsubsidized training positions in recognized trade areas not apprenticeable in Denver.

The assistant director/job specialist is responsible for job development. She identifies and contacts employers, unions, JAC's, and other training and employment resources to promote placement opportunities and to obtain job commitments for

women in trade positions. BJW has established a good relationship with the Region VIII Office of Federal Contract Compliance of the Department of Labor, which often provides BJW with the names of employers needing assistance in meeting their affirmative action goals for hiring women in nontraditional jobs. The job specialist's objective is to secure skilled trade opportunities for women, and this is one important way of accomplishing it. Her major approach is to provide assistance to employers in designing and implementing comprehensive affirmative action plans for women. She prefers to talk first to the EEO coordinator for the company and then to the personnel manager when explaining BJW objectives. She tries to work mainly with the employer's EEO coordinator, and continued contact is generally maintained with that person.

Also, on the initial visit, the job specialist tours the employer's plant. BJW will not refer an enrollee to an employer unless the job specialist has had a personal tour of the company. The more familiar the job specialist is with the work situation, the more success she will have in matching a BJW enrollee with job requirements. Another important aspect of BJW's job development is the effort to identify the employers' formal and informal hiring procedures and to learn to penetrate them to the advantage of the enrollees.

While developing apprenticelike slots, the job specialist specifies that the trainee position she is seeking is one that offers basic training, rather than one in which the trainee is expected to know much of the skill already. She also tries to persuade the employer to hire two women and to have them work in close proximity to each other for personal support. Because BJW has been able to establish credibility over the years, many employers already know that BJW will not refer an enrollee who is not qualified for the job. New employers who are unfamiliar with BJW are asked to contact the JAC, the BAT, and other employers for references.

BJW also offers a special job development service for employers. The staff conducts awareness classes for first line supervisors focusing on women employed in nontraditional jobs for the first time. This service helps the direct supervisors to be more sensitive to and supportive of a trainee's situation and has a direct relationship to the trainee staying on the job. The sessions are especially valuable to supervisors who have never worked with women before.

Placement

BJW has established credibility with employers through its successful record of trainee job retention. This occurs mainly because of the careful matching between jobs and participants. The assistant director/job specialist obtains as much knowledge as possible of both the person and the job before making a placement.

The job specialist works with each participant on a one-to-one basis in placement counseling. To avoid placing the participant in a job which she will be

neither interested in nor qualified for, the job specialist discusses the participant's past work history and any possible personal conflicts in job situations. Before addressing an actual job placement position, the specialist tries to detect any circumstances that will interfere with the job placement.

Unless the enrollee absolutely knows in advance what kind of job she wants, the job specialist generally discusses three or four different occupations and explains job expectations. She often tries to have each applicant gain pre-entry job exposure before placement. The job specialist also determines if any education courses are necessary before placement, such as blueprint reading. Then, the enrollee is either placed in a training position or her name is placed in BJW's waiting list notebook until a desired job becomes available.

In some instances, enrollees must wait several months for an opening in their preferred skilled trade area, especially for registered apprenticeships. During the interim, if the woman does not have a job, BJW attempts to find one in a related field or with the same employer in a similar job. The applicant may also be referred to a local CETA prime sponsor or social service agency in the area for a temporary job. No one is referred to a dead end or low paying job even on a temporary basis.

The job specialist also works with employers on a one-to-one basis. During the first week of employment, a confirmation letter is sent to the employer as an informal method of having the employer agree in writing to the pay and job responsibilities of the woman being hired. (See Placement Confirmation Letter in Appendix F.) The letter verifies employment, the training schedule, salary progression, and other conditions of employment. Other than the followup letters, no other paperwork is required of the employer. Keeping the employer's paperwork to a minimum is an appealing factor to employers taking BJW referrals.

BJW refers enrollees only to employers with legitimate job openings. Employer files are maintained, which include all past referrals and followup information for referral history. The files date back to 1971.

Post-Placement

While placement is BJW's prime objective, followup supportive services after placement are equally important to help trainees stay in their selected fields. Due to staff limitations, followup service is concentrated during the first 6 months of placement. However, every effort is made to maintain contact with both placements and employers.

Followup activities include periodic phone calls, written evaluations, and occasional on-site visitations. A Placement Followup Report (see Appendix G) and an Employer Followup Form (see Appendix H) are mailed out at 1-, 3-, and 6-month intervals, and then every 6 months. These

reports aid BJW in assessing the enrollee's training progress. A BJW Placement Office Followup Log (see Appendix I) is kept on file with more detailed comments.

A unique aspect of BJW's post-placement activities occurs when an enrollee is terminated from employment. The employer is asked to specify in writing why the employee was terminated, as soon as the BJW office receives information about a placement leaving training (see Termination Notice in Appendix J). Aside from helping with followup, this system also helps prevent terminations for unsupportable reasons, such as simply not wanting a woman on the job. In some cases, BJW refers its placements to State and Federal administrative agencies for actions concerning equal employment regulations.

BJW also facilitates a peer group support system of meetings where the women assemble to discuss employment issues. Selected BJW participants who have been on the job for 2 years or more serve as facilitators for the support groups. The meetings are held informally on a monthly basis in participants' homes.

VII. MONITORING AND EVALUATION

BJW is monitored by the Office of National Programs, U.S. Department of Labor, and the Region VIII BAT office. The local Government Authorized Representative (GAR) visits BJW on a monthly basis. In addition, some supervisory monitoring is performed by the YWCA and the United Way.

BJW compiles monthly reports on placement activities and fiscal records and submits quarterly reports to the National Office of the Department of Labor, as regulated under the CETA Title III Apprenticeship Outreach Programs. Two forms, the Monthly Placement and Goal Report (Appendix K) and a Function Statistics/Goal Report (Appendix L) are flexibly used as monthly milestones for the purpose of meeting BJW's year-end contract placement goal.

BETTER JOBS FOR WOMEN

JOB DESCRIPTION

PROGRAM DIRECTOR

I. TITLE: PROGRAM DIRECTOR

II. DEFINITION: Directs, plans, and supervises all phases and operation of Better Jobs for Women. Promotes and coordinates the program's purpose and goal to labor market and general community components. Researches and executes over-all development of the program.

III. DUTIES AND RESPONSIBILITIES:

1. Directs, plans, and supervises all phases of operation to develop skilled trade apprenticeship or OJT openings and secure employment/training opportunities for women enrollees. Insures that contract goals and objectives are achieved.

2. Is responsible for management of the recruitment, counseling, job development, tutoring, placement and follow-up functions and supervision of assigned program staff.

3. Establishes and maintains effective liaisonship and working relations with primary labor market components, community and social agencies and resources, and other public/private manpower programs.

4. Is responsible for promotion of the project and its basic philosophy of better job opportunities for women at all levels. Coordinates BJW activities with labor, business, employee groups, other women's groups, minority organizations, community programs, and other public/private programs involved in job training and placement.

5. Is responsible for administration and supervision of the contract budget. Negotiates for new, extended, or modified contract as necessary.

6. Researches, further develops, and executes funding, functional development, and implementation of program delivery.

7. Is responsible for compilation, analysis, and interpretation of research relative to client population, labor market data, trends in women's employment, legislation regulating employment, affirmative action plans.

8. Serves as staff liaison with BJW advisory committee, monitoring agencies, and YWCA Board of Directors.

9. Is responsible for preparation of all program reports to YWCA supervisor, funding office and monitoring office.

10. Consults and serves as resource person to sources seeking technical assistance relative to BJW focus and operation.

11. Incorporates the YWCA Imperative in all activities of operation.

IV. ACCOUNTABILITY: Directly responsible to YWCA Executive Director, with personnel policies and procedures providing assistance and access to the Board of Directors of the YWCA of Metropolitan Denver.

V. QUALIFICATIONS:

1. Bachelor's degree in social science, vocational counseling, public service management or related field; or equivalent experience.

2. Three to five years experience in social service delivery, vocational counseling, personnel work, public service management or related experience.

3. Commitment to the program focus of BJW; i.e., expanding employment/training for women in skilled trade and craft occupations.

4. Commitment to the YWCA Imperative.

YWCA of Metropolitan Denver Personnel Policies and conditions stipulated in government contract for BJW are applicable.

BETTER JOBS FOR WOMEN

JOB DESCRIPTION

ASSISTANT DIRECTOR/JOB SPECIALIST

I. TITLE: ASSISTANT DIRECTOR/JOB SPECIALIST

II. DEFINITION: Assists the program director in all phases of operation as needed. Conducts the job development function. Supervises and assists with the recruitment, intake, and referral functions.

III. DUTIES AND RESPONSIBILITIES:

1. Assists the program director in all phases of program development and delivery as assigned.

2. Develops working relationship with both labor and management; with the State Apprenticeship Council, Bureau of Apprenticeship and Training, JATC's and other agencies involved with apprenticeship.

3. Contacts employers, unions, JATC's and related training/employment to promote placement opportunities and obtain job commitments for women in trade positions. Involves telephone and written communication and site visitation.

4. Works with employers to develop favorable attitudes about women on the job, researches job classifications, and works with employers to develop additional apprentice positions.

5. Records training commitments obtained from employment sources on job order forms.

6. Contacts JATC Administrator for each apprenticeable trade currently open for application. Updates entry requirements, application and testing procedures, job descriptions, etc.

7. Supervises and assists with the recruitment, intakes and referral functions. Conducts intake interviews, screens and assists enrollees with trade selection.

8. Refers BJW enrollees to training interviews with JATC's and employers. Conducts confirmation follow-up with employer and enrollee.

9. Reports monthly activities and job development, intake, referral and placement statistics to director.

10. Incorporates the YWCA Imperative in all activities of operation.

IV. ACCOUNTABILITY: Directly responsible to the Director of BJW, with personnel policies and procedures providing assistance and access to the Executive Director and Board of Directors of the YWCA of Metropolitan Denver.

V. QUALIFICATIONS:

1. Bachelor's degree in social science, vocational counseling, personnel work, or related field; or equivalent experience.

2. Two years experience in social service delivery, personnel work, vocational counseling or related experience.

3. Commitment to the program focus of BJW; i.e., expanding employment/training for women in skilled trade and craft occupations.

4. Commitment to the YWCA Imperative.

YWCA of Metropolitan Denver Personnel Policies and Procedures stipulated in government contract for BJW are applicable.

BETTER JOBS FOR WOMEN

JOB DESCRIPTION

INSTRUCTOR/TUTOR

I. TITLE: INSTRUCTOR/TUTOR

II. DEFINITION: Develops and directs the execution of the instructional service function to motivate and inform the women of the various facets of training. Responsible for prepping enrollees to take apprentice entry exams and others as appropriate.

III. DUTIES AND RESPONSIBILITIES:

1. Conducts program orientation for the enrollees on the various facets of training.

2. Administers initial assessment test to measure enrollees' areas of strengths and weaknesses in regard to possible aptitude tests related to their occupational choice.

3. Tutors enrollees for apprentice entry exams or others as appropriate--mechanical reasoning, spatial relations, math refreshers, problem-solving, verbal comprehension, trade terminology, etc.

4. Orients and exposes the enrollees to occupational realities; includes review of job specifications, work schedules, wage scales, working conditions, union involvement, negative and positive aspects of the trade.

5. Preps enrollees for oral interviews before the JATC's and with employer.

6. Researches and develops additional tutoring tools for targeted trade areas.

7. Staffs the orientation work station to provide enrollees with exposure to basic tools, materials, and physical requirements.

8. Manages the resource library; includes development, organization, and staffing.

9. Edits the BJW newsletter.

10. Incorporates the YWCA Imperative in all activities of operation.

IV. ACCOUNTABILITY: Directly responsible to the Director of BJW, with personnel policies and procedures providing assistance and access to the Executive Director and Board of Directors of the YWCA of Metropolitan Denver.

V. QUALIFICATIONS:

1. Bachelor's degree in social science, vocational counseling, personnel work, or related field, or equivalent experience.

2. One to two years of work experience or classroom training in a skilled trade.

3. Commitment to the program focus of BJW; i.e., expanding employment/training for women in skilled trade and craft occupations.

4. Commitment to the YWCA Imperative.

YWCA of Metropolitan Denver Personnel Policies and conditions stipulated in government contract for BJW are applicable.

BETTER JOBS FOR WOMEN

JOB DESCRIPTION

RECRUITER/COUNSELOR

I. TITLE: RECRUITER/COUNSELOR

II. DEFINITION: Executes the enrollee recruitment, intake, referral and placement functions of the program. Assists with placement follow-up.

III. DUTIES AND RESPONSIBILITIES:

1. Contacts various social service programs, community groups, women's groups, minority organizations and other local sources to recruit women for the project.

2. Writes monthly recruitment notice listing open apprentice areas and current job orders for which the program is recruiting applicants. Mails to community recruitment sources.

3. Conducts program orientation sessions for prospective enrollees.

4. Conducts intake interviews, screens, and assists enrollees with trade selection. Refers to appropriate BJW tutoring.

5. Assists BJW enrollees in securing application and other credentials that they are required to file with said application. Determine other supportive service needs of applicants, such as child care, transportation, etc.

6. Refers BJW enrollees to training interviews with JATC's and employers, assures that the candidate applies for and obtains job application, and reports with all necessary supporting papers for written and oral examinations.

7. Conducts follow-up with employer and enrollee in regard to result of application, confirming placement or non-acceptance. Obtains placement data for placement-follow-up.

8. Assists with follow-up on enrollees and employers after placement to assist enrollees to remain in their chosen field.

9. Reports monthly activities and recruitment, intake, referral and placement statistics to director.

10. Incorporates the YWCA Imperative in all activities of operation.

IV. ACCOUNTABILITY: Supervised by Assistant Director/Job Specialist; directly responsible to the Director of BJW, with personnel policies and procedures providing assistance and access to the Executive Director and Board of Directors of the YWCA of Metropolitan Denver.

V. QUALIFICATIONS:

1. Bachelor's degree in social science, vocational counseling, personnel work, or related field; or equivalent experience.

2. One year of experience in social service delivery, personnel work, vocational counseling or related experience.

3. Commitment to the program focus of BJW; i.e., expanding employment/training for women in skilled trade and craft occupations.

4. Commitment to the YWCA Imperative.

YWCA of Metropolitan Denver Personnel Policies and conditions stipulated in government contract for BJW are applicable.

BETTER JOBS FOR WOMEN

JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT

I. TITLE: ADMINISTRATIVE ASSISTANT

II. DEFINITION: Performs all clerical, bookkeeping, record keeping, and general office management functions for the efficient operation of the project.

III. DUTIES AND RESPONSIBILITIES:

1. Answers all incoming telephone calls--screens and refers to appropriate BJW staff member or other sources.

2. Interprets program to individuals or groups inquiring about BJW. Registers potential enrollees for orientation, schedules intake appointments and other general appointments for BJW staff.

3. Organizes and maintains all BJW records in central filing system, including contract files, general administrative, enrollee files and fiscal files. Keeps basic program statistics according to Director's guidelines.

4. Types and mails all staff correspondence, program forms, enrollee and placement letters.

5. Manages the maintenance of office supplies and program forms.

6. Performs bookkeeping function for the program, includes petty cash management, preparing bill requisitions, writing checks, maintaining ledger, making bank deposits, mailing payments, with Director's approval.

7. Types monthly report and mails to all recipients. Responsible for preparing statistics on OJT Progress & Compliance Report/Cost Contractor's Statement of Cost/Cost Contractor's Invoice sections.

8. Conducts enrollee audit as directed by Director.

9. Assists with general promotion function of the program. Includes answering written individual inquiries requesting information on BJW, preparation and mailing newsletter, and other related assignments given by Director.

10. Serves as personnel clerk for Director. Records staff attendance, vacation, sick leave.

11. Incorporates the YWCA Imperative in all activities of operation.

IV. ACCOUNTABILITY: Directly responsible to the Director of BJW, with personnel policies and procedures providing assistance and access to the Executive Director and Board of Directors of the YWCA of Metropolitan Denver.

V. QUALIFICATIONS:

1. Three to five years office management experience.

2. Demonstrated clerical skills.

3. Basic bookkeeping knowledge.

4. Commitment to the program focus of BJW; i.e., expanding employment/training for women in skilled trade and craft occupations.

TRADE INTEREST INVENTORY

PRODUCED BY

BETTER JOBS FOR WOMEN

C onstruction
D riving
T echnical
N on-trade

Name _____ (Please print)

NOTE: The purpose of this questionnaire is to provide us with an idea of your preferences within the general area of skilled trade work. Assume that you are capable of performing all the tasks described, and in each group of four select the ONE that you think you would most ENJOY doing.

Please check only ONE in each group of four:

_____ 1. Install windows and screens on a new building.

_____ 2. Service the elevator control system.

_____ 3. Be in charge of ordering the concrete for foundation walls.

_____ 4. Operate a crane.

****

_____ 1. Drive overland routes delivering merchandise from city to city.

_____ 2. Take apart and repair a Xerox machine.

_____ 3. Investigate hazardous conditions on the job site.

_____ 4. Cut, connect and weld pipes for water supply.

_____ 1. Deliver 500 metal door frames.

_____ 2. Make 500 metal door frames.

_____ 3. Install 500 metal door frames.

_____ 4. Design 500 metal door frames.

****

_____ 1. Work always outside in all kinds of weather.

_____ 2. Work inside the shop, essentially in one room.

_____ 3. Spend most of the time in a vehicle, traveling from place to place.

_____ 4. Work in an office environment.

****

_____ 1. Change the tires on a city bus.

_____ 2. Work at an assembly line drilling holes in metal window frames.

_____ 3. Inspect materials and equipment for heavy industrial construction.

_____ 4. Install breaker boxes, conduit and cable in a new housing project.

****

_____ 1. Work with pry bar, screw gun and level, installing a store front window.

_____ 2. Lubricate a long haul truck.

_____ 3. Work with a small soldering iron, connecting rows of tiny wires.

_____ 4. Inspect elevators for safe operation.

_____ 1. Operate electronic data-processing equipment.

_____ 2. Install a fire alarm system in a new building.

_____ 3. Drive a tractor.

_____ 4. Work on your knees with a trowel finishing the surfaces of freshly poured concrete floors.

****

_____ 1. Work on a downtown construction project welding structural steel.

_____ 2. Run a backhoe.

_____ 3. Give information by radio to pilots of incoming planes at a city airport.

_____ 4. Assemble the intricate parts of a duplicating machine.

****

_____ 1. Design upholstery for car interiors.

_____ 2. Build a wall out of cinder blocks and mortar.

_____ 3. Travel from office building to office building installing new telephones.

_____ 4. Drive a cement mixing truck.

****

_____ 1. Operate a piece of heavy equipment which requires only a moderate amount of physical labor.

_____ 2. Work mainly with hands and fingers, doing precise, detailed work.

_____ 3. Do mainly head work with no physical involvement at all.

_____ 4. Do physical labor - mostly lifting, carrying and hoisting.

_____ 1. Excavate the hole for the foundation of a new high rise.

_____ 2. Work from blueprints making precision metal parts on a lathe.

_____ 3. Demonstrate use of electric drill for tool manufacturer.

_____ 4. Lay out the lines for partition walls in an apartment building.

****

_____ 1. Teach methods of soldering and welding to building trade apprentices.

_____ 2. Repair a manual typewriter.

_____ 3. Build forms for the concrete portions of a bridge.

_____ 4. Drive a mail truck.

****

_____ 1. Splice telephone cables in an underground enclosure.

_____ 2. Work from a scaffold installing large glass panels.

_____ 3. Arbitrate disputes between labor and management.

_____ 4. Run a pile driver.

****

_____ 1. Work climbing, squatting and maneuvering around obstacles, sometimes in cramped awkward positions.

_____ 2. Work mostly in one spot, standing up all day.

_____ 3. Work as a night-time security guard.

_____ 4. Sit in the cab of a grader, operating the controls and driving.

____ 1. Calculate shipping charges and timelines for a trucking outfit.

____ 2. Prepare wall surfaces for painting.

____ 3. Unload produce at warehouse with an electric mule.

____ 4. Work as a linesperson for the telephone company.

****

____ 1. Drive a local delivery truck.

____ 2. Install a new switch on an electric hand drill.

____ 3. Install radiation lines for hot water heating.

____ 4. Design stage sets for a theater company.

****

____ 1. Determine the nature of repair work to be done on foreign cars and assign mechanics to various jobs.

____ 2. Repair a cash register.

____ 3. Level ground with a grader for pouring of concrete floor slabs.

____ 4. Hang doors in a new office building.

****

____ 1. Inspect buildings under construction to make sure they comply with architectural specifications.

____ 2. Rebuild transmission systems on cars.

____ 3. Drive a dump truck on a construction site.

____ 4. Lay soft tile and carpet in new buildings.

_____ 1. Work as a mover, loading and unloading furniture and driving a large van.

_____ 2. Put up acoustic ceilings.

_____ 3. Instruct workers on the job in the safe operation of power-actuated tools.

_____ 4. Inspect and clean mimeograph machines.

****

_____ 1. Drive a small truck delivering bakery goods.

_____ 2. Repair TVs and radios.

_____ 3. Investigate industrial accidents to determine workers' compensation allowance.

_____ 4. Strip forms off finished concrete structures.

****

_____ 1. Work as an electronics technician.

_____ 2. Operate a forklift in a warehouse.

_____ 3. Install sheet metal ducts for heating and air conditioning systems.

_____ 4. Work for COSW investigating charges of unsafe working conditions.

_____ 1. Build pre-fab roof trusses.

_____ 2. Check latest revisions in city building codes to determine minimum standards.

_____ 3. Overhaul vending machines.

_____ 4. Drive a Greyhound bus.

****

_____ 1. Estimate labor and materials costs for an electrical contractor.

_____ 2. Install guide rails in elevator shafts.

_____ 3. Work as a garage mechanic on company vehicles.

_____ 4. Service home appliances such as dishwashers, washing machines, etc.

****

_____ 1. Deliver frozen foods for a large supermarket.

_____ 2. Build walls out of metal studs and sheetrock.

_____ 3. Service electric typewriters.

_____ 4. Operate a teletype machine.

****

_____ 1. Build an addition onto your house.

_____ 2. Draw the plans for an addition onto your house.

_____ 3. Put a new engine in your car.

_____ 4. Take apart and repair your washing machine.

OCCUPATIONAL INTEREST CHECKLIST

Name _____ Date _____

(Years of required training are indicated in parenthesis)

CONSTRUCTION / BUILDING TRADES:

Air Conditioning & Refrig. Mechanic (3)
Boilermaker
Bricklayer (3)
Cement Mason (3)
Construction Carpenter (4)
Drywall Finisher (2)
Electrician (4)
Glazier - Commercial (3)
Lather (3)
Painter (3)
Plumber (5)
Sheetmetal Worker (4)
Tilelayer - Hard Tile
Tilelayer - Resilient, Carpetlayer (4)

INDUSTRIAL:

Glazier (Shop and Auto (3)
Machinist (4)
Millwright (4)
Sheetmetal Worker (4)
Tool and Die Maker (4-5)
Warehousing
Welder

MOVING VEHICLE:

Bus Driver
Operating Engineer (3)
Route Driver
Truck Driver

MECHANICAL / TECHNICAL:

Appliance Repairer
Auto Mechanic
Business Machine Repairer:
    Typewriter
    Duplicating Machine

Draftsperson
Industrial Lab Technician
    (not health occupations)

Maintenance Mechanic
Radio & TV Repairer
Telephone:
    Cable Splicer
    Framer
    Installer/Repairer
    Linesperson

MISCELLANEOUS:

Cabinet Maker (4)
Firefighter (3)
Lithographer (4-5)
Meat Cutter (2)
Police
Upholsterer (2-3)

Please indicate your first, second and third choices: 1) _____

This list is not comprehensive of all skilled trades. For complete listing, refer to Occupational Outlook Handbook, U.S. Dept. of Labor, most recent edition. Available at Denver Public Library. 2) _____

3) _____

All trades listed here are not currently open for application.

For appointment, call Better Jobs for Women, 8[illegible]-3534.

ENROLLEE PROCEDURE GUIDE

ARE YOU READY?

Welcome to orientation - an introduction to women working in the skilled trades. Once more we emphasize TRADES (blue-collar, skilled occupations). If you have come to this meeting hoping to find work in any of the more traditional fields (professional, clerical, health, sales or whatever), you have come to the wrong place!

Following is an outline of the steps you will go through in working with Better Jobs for Women.

orientation

First you will fill out an interest questionnaire. We hope the questionnaire will give you an idea of the wide variety of job activities which fall within the province of trade work; we hope it will give us an idea of your job or occupational preferences.

Next you will see some slides of women doing a variety of non-traditional jobs. You will also hear what they have to say about the kinds of work they do and the various hurdles they have tried to overcome. You should consider the widespread resistance to women entering these fields with some seriousness. The fact that women are generally deemed unacceptable for trade work seriously hinders a woman from getting, keeping and enjoying a skilled job.

determining an occupational goal

After you leave the orientation meeting you should try to develop a sense of occupational direction. Some things to consider include:

(A) Apprenticeship vs. On-Job-Training

Apprenticeship is a 3-4-5 yr. formalized training program most common in the building trades. The application and hiring processes are very lengthy and tedious, but once you go to work your training should be relatively continuous for the term of your apprenticeship, even though you may work for many different contractors. Apprenticeship is the most effective avenue for women wishing to enter the construction trades. On-job-training means that your training will be conducted by one employer, usually on one job site, and the length of training will vary with the type of job. On-job-training is most common in the industrial and mechanical-technical areas.

(B) General Area of Work Desired:

Construction	Mechanical-Technical
Industrial	Driving

In focusing on a general area of blue-collar work, you might ask yourself some general questions, like:

- *Do I mind working at heights?
- *Do I mind working outside in winter weather?

  (If the answer to either of the above is yes, you might want to rule out construction work, although adjustment to both of these situations is certainly possible.)

- *How much heavy work (lifting, carrying, etc.) do I want to do?
- *Would I object to shift work?
- *Am I allergic to any industrial substances? (Consider especially for industrial lab tech and insulation worker positions).
- *Can I stand constant noise?
- *What about mud, dirt, sparks, dust, odors, grease, etc?

After deciding on your general field of preference, refer to the blue sheet for a listing of the more common jobs in each category. The blue sheet is not a list of job openings, but is merely an aid to you in organizing your thoughts and determining the category that specific jobs fall into.

(C) Specifically, when you think you have narrowed down your choices to two or three, it would be worthwhile to do some further research. Like:

1) If you know anyone currently doing the job you have in mind for yourself, find out occupational details from that person.

2) If possible, visit a site like the one at which you want to work (a construction site, warehouse, foundry, whatever). Such first-hand impressions are invaluable.

3) Read job descriptions or related information. The Occupational Outlook Handbook (U. S. Dept. of Labor, most recent edition) has a fairly complete listing of blue-collar jobs. For more personalized information, see Studs Terkel, Working; Betty Medsger, Women at Work; Mike Cherry, On High Steel (for construction work). These books are available for reference at BJW. Check also at Denver Public Library.

meet with the job specialist

When you feel assured that trade work is for you and that you have made a reasonable selection of possible skilled occupations, fill out the bottom of the blue sheet and call BJW (893-3534) to set up an appointment with a job specialist. Bring your blue sheet in when you come for your appointment. The job specialist will not be in a position to give you innumerable and exhaustive

job descriptions but will review the specifics (duties, wages, etc.) of your choices with you and will guide you in getting into the field of your choice.

work station

If any of your choices involve extensive physical labor, you may go through the work station: a special place designed to let you register your reactions to lifting, sawing, etc. So wear some comfortable clothes and sturdy shoes to your interview.

keep in touch

After your interview with the job specialist, most of your contact with BJW will probably be by phone. It is imperative that we know how to get in touch with you on short notice. Frequently employers are looking for someone immediately. So if you move or change your phone number, notify us at once or we will be unable to inform you of job openings as they come up.

patience is the ultimate virtue!

Getting blue-collar work with good training and advancement potential is not an easy, instant process. It may take time for you to get employment in the field of your choice. "Transitional" employment is offered in some cases by BJW after occupational selection has been made, usually on a first come, first-served basis: all the more reason to keep in touch with us!

Patience and perseverance are required - <u>both to get a skilled trade job and to keep one</u>.

Better Jobs for Women Staff

Karen Sandy Gail
Lynna Kimi Terry
Dorothy

INTAKE APPLICATION FORM

BETTER JOBS FOR WOMEN

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF METROPOLITAN DENVER
AND
THE UNITED STATES DEPARTMENT OF LABOR

ALL STATEMENTS HEREIN ARE SUBJECT TO VERIFICATION DATE_____

CRAFT PREFERENCE_____ REFERRED BY_____

NAME_____ SOC. SEC. NO._____
(last) (first) (middle)

ADDRESS_____ CITY_____ STATE_____
(zip)

AGE_____ DATE OF BIRTH_____ HOME PHONE_____ HEIGHT_____ WEIGHT_____

MARRIED_____ SINGLE_____ DIVORCED_____ WIDOWED_____ SEPARATED_____

NO. OF DEPENDENTS_____ SPOUSE'S FIRST NAME_____ IS SPOUSE EMPLOYED____

RACE: Afro-Amer_____ Mexican-Amer_____ Amer Indian_____ Anglo_____ Other_____

SOMEONE WHO WILL KNOW YOUR WHEREABOUTS AT ALL TIMES:

_____
(name) (address) (phone) (relation)

MILITARY STATUS

VETERAN: YES_____NO_____ BRANCH OF SERVICE_____

LENGTH OF SERVICE_____DATE OF DISCHARGE_____D.D. 214_____

EDUCATION

Circle highest grade completed. 1 2 3 4 5 6 7 8 9 10 11 12

HIGH SCHOOL GRADUATE Yes_____No_____DATE_____G.E.D. Yes_____No_____DATE_____

NAME OF HIGH SCHOOL_____CITY_____STATE_____

COLLEGE GRADUATE Yes_____DATE_____NO_____YEARS ATTENDED_____SUBJECT_____

NAME OF COLLEGE_____CITY_____STATE_____

TRADE OR OTHER SPECIAL SCHOOLS ATTENDED_____DATE_____

HAVE YOU TAKEN A GENERAL APTITUDE TEST BATTERY IN THE LAST SIX MONTHS Yes____No____

IF ANSWER IS YES, GIVE LOCATION_____

WHEN DID YOU ATTEND ORIENTATION? DATE_____

PERSONAL

1. What is the present condition of your health?_____
   Describe any defects_____
2. Some crafts require a physical examination. Are you willing to take one?_____
3. Are you a United States citizen? Yes_____ No_____
4. Do you have or own hand tools? Yes_____ No_____
5. Have you ever held license in any craft? Yes_____ No_____ What Craft_____
6. Have you ever had membership in any union? Yes_____ No_____
7. Do you own your own transportation and if so, is it dependable? Yes_____No_____
   Colorado Drivers License No._____
8. How long have you lived in the state of Colorado?_____

GENERAL EMPLOYMENT RECORD

List your past employers beginning with the most recent.

Date Month & Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From_____ To_____				
From_____ To_____				
From_____ To_____				
From_____ To_____				
From_____ To_____				
From_____ To_____				

PERSONAL REFERENCES-LOCAL (Name three (3) - Not Relatives or Former Employers)

1. _____
(Name) (address) (occupation) (tele. no.)

2. _____
(Name) (address) (occupation) (tele. no.)

3. _____
(Name) (address) (occupation) (tele. no.)

_____ _____
(date) (signature)

****

APPLICANTS, PLEASE DO NOT WRITE BELOW THIS LINE

REMARKS_____

PLACEMENT CONFIRMATION LETTER

Better Jobs for Women is pleased to confirm the employment of _____ _____ as a _____ at _____ starting_____, with the following potential progression in training schedule and salary increments:

The goal of Better Jobs for Women is to provide our placements with full-phase training and continuing employment opportunities and employers with efficient, productive employees. We are interested in _____ training progress and will maintain follow-up contact with you and the employee in the form of on-site visitations, written and telephone communication.

Do not hesitate to contact our office if we can be of any assistance to the process of successful completion of training by your new employee.

Sincerely yours,

Sandra K. Carruthers
Director

cc: Employee
BJW Files

BETTER JOBS FOR WOMEN

PLACEMENT FOLLOWUP REPORT

ENROLLEE NAME_____ DATE_____

CURRENT ADDRESS_____

CURRENT TELEPHONE NUMBER_____

PRESENT EMPLOYER_____ POSITION_____

STARTING SALARY_____ PRESENT SALARY_____

Are you being trained by a person skilled in your craft/trade?

Are you learning to perform the work pertinent to your craft/trade?

How does the actual work you do compare with what you imagined you'd be doing before you enrolled?

Are you a union member? Yes____ No____

Are your current intentions to continue in the apprenticeship (on-the-job training) program? Yes____ No____

Have you encountered safety hazards on your job? Are you receiving instruction or training to deal with the same?

Any problems with performing the work or working with your co-workers and/or supervisors?

Have you had unexpected expenses relating to your employment (transportation, tools, clothes, textbooks, etc.)? If so, explain.

Is there any way BJW staff could better assist you with any of the above?

BETTER JOBS FOR WOMEN

EMPLOYER FOLLOWUP FORM

DATE_____

_____ _____

PLACEMENT'S NAME POSITION

_____ _____ _____

DATE BEGAN STARTING SALARY PRESENT SALARY

IMMEDIATE SUPERVISOR_____

1. Is her work attendance/punctuality satisfactory?
   If not, explain

2. What aspects of the_____position is she currently learning?

3. Is her job performance satisfactory?
   If not, explain

4. Do you see any reason why_____could not become fully certified or qualified in her trade?

COMMENTS:

_____ _____

DATE Supervisor's Signature

BJW PLACEMENT OFFICE FOLLOWUP LOG

ENROLLEE NAME_____ ADDRESS/TELEPHONE CHANGE:

STAFF REPORT LOG:

BETTER JOBS FOR WOMEN/YWCA

1545 TREMONT PLACE
DENVER, COLORADO 80202

893-3534

Termination Notice

_____was hired by your company as a _____starting_____. The purpose of this letter is to acknowledge her termination from employment effective _____. According to information received by our office, the reason for termination is indicated below:

_____Reduction in Work Force _____Misconduct on Job _____Sickness

_____Job Completion _____Absenteeism _____Leaving Town

_____Business Closeout _____Not Qualified _____Dissatisfied

_____Other - Explain

Explanation - Details_____

_____

_____

_____

_____

If any of the above stated data are incorrect, please contact Better Jobs for Women with a clarification.

Sincerely yours,

Sandra K. Carruthers
Director

cc: Employee
BJW Files

MONTHLY PLACEMENT AND GOAL REPORT FOR THE MONTH ENDING_____

ETHNIC COMPOSITION

TOTAL DURING MONTH						CUMULATIVE CONTRACT TOTAL						% OF TOTAL PLACEMENTS					
B	C	O	AI	A	TOTAL	B	C	O	AI	A	TOTAL	B	C	O	AI	A	TOTAL MINORITY

HEADS OF HOUSEHOLD STATUS

TOTAL DURING MONTH				CUMULATIVE CONTRACT TOTAL				% OF TOTAL PLACEMENTS			
S/ND	S/D	M/ND	M/D	S/ND	S/D	M/ND	M/D	S/ND	S/D	M/ND	M/D

AGE

TOTAL DURING MONTH					CUMULATIVE CONTRACT TOTAL					% OF TOTAL PLACEMENTS				
17-24	25-29	30-34	35-39	40+	17-24	25-29	30-34	35-39	40+	17-24	25-29	30-34	35-39	40+

Public Assistance Status

Current Month_____

Contract Cumulative_____

Unemployed

Current Month_____

Contract Cumulative_____

Cumulative Average Starting Salary_____

Cumulative Average Enrollment Salary_____

FUNCTION STATISTICS/GOAL REPORT FOR THE MONTH ENDING_____

RECRUITMENT

Current Month:
- Recruitment Notices Mailed_____
- Recruitment Letters Mailed_____
- *Recruitment Visitations_____
  - *See Cumulative list - Sources/Dates

Cumulative Contract Total:
- Recruitment Notices Mailed_____
- Recruitment Letters Mailed_____
- Recruitment Visitations_____

ORIENTATION

Current Month:

General Session
- Registering_____
- Attending_____
- Intakes_____

Work Station
- Completing_____

Cumulative Contract Total:

General Session
- Registering_____
- Attending_____
- Intakes_____

Work Station
- Completing_____

INTAKE

Current Month:
- Intake Interviews_____
- Minority Enrollees_____
- Heads of Families_____

Enrollee Audit
- Notices Mailed_____
- Responses_____
- Inactive_____

Cumulative Contract total:
- Intake Interviews_____
- Minority Enrollees_____
- Heads of Families_____

Enrollee Audit
- Notices Mailed_____
- Responses_____
- Inactive_____

JOB DEVELOPMENT

Current Month:		Cumulative Contract Total:	
Affirmative Action Letters Received	_____	Affirmative Action Letters Received	_____
Job Development Letters Mailed	_____	Job Development Letters Mailed	_____
E.E.O.C. Letters Mailed	_____	E.E.O.C. Letters Mailed	_____
*Company Tours	_____	Company Tours	_____
Job Orders Listed	_____	Job Orders Listed	_____

*See Cumulative List Sources/Dates

REFERRALS

Current Month:		Cumulative Contract Total:	
Total Referrals	_____	Total Referrals	_____
Minority Referrals	_____	Minority Referrals	_____
Registered Apprentice Apps	_____	Registered Apprentice Apps	_____

TUTORING

Current Month:		Cumulative Contract Total:	
*Tutorees	_____	Tutorees	_____

*See Cumulative list tutoring areas/new materials developed

PLACEMENT

See separate statistics form.

FOLLOW-UP

Current Month:		Cumulative Contract Total:	
Individual Placement Contact		Individual Placement Contact	
Placement Confirmation Letters Mailed	_____	Placement Confirmation Letters Mailed	_____
Termination Notices Mailed	_____	Termination Notices Mailed	_____
Placement/Employer Phone Contacts	_____	Placement/Employer Phone Contacts	_____
*Site Visitations	_____	Site Visitations	_____

*See attached list, names/dates

Retention - Current Contract

In training/completions - Cumulative	_____
*Terminations - Cumulative	_____
-Personal Reasons	_____
-Employer Action	_____
-Company Slowdown	_____

*See list of individual names

Retention Rate _____

SUPPORTIVE SERVICE

Current Month:		Cumulative Contract Total:	
Child Care	_____	Child Care	_____
Transportation	_____	Transportation	_____
Classroom Instruction Fees	_____	Classroom Instruction Fees	_____
Training Tools	_____	Training Tools	_____
Referrals	_____	Referrals	_____
Union Registrations	_____	Union Registrations	_____

PUBLIC RELATIONS/PROMOTION

Current Month:

BJW Newsletters Mailed _____

*Staff Presentations/ participation _____

*See Cumulative list Events/Dates

Cumulative Contract Total:

BJW Newsletters Mailed _____

Staff Presentations/ participation _____

TECHNICAL ASSISTANCE

Current Month:

Individual Info. Requests _____

Group Info. Requests _____

Group Telephone Requests _____

Cumulative Contract Total:

Individual Info. Requests _____

Group Info. Requests _____

Group Telephone Requests _____